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ABSTRACT

This practicum report describes an intervention designed to increase opportunities for children in a day care center and preschool to practice gross motor skills, and to help teachers gain confidence in their ability to foster children's maturation. It was expected that as a result of the intervention, 50 of 70 children would participate in gross motor outdoor play on a daily basis, and that 5 of 7 teachers would plan gross motor experiences and playground activities for children. The 12-week intervention involved: (1) improvement and acquisition of playground equipment; (2) provision of gross motor lesson plans and a reference list about gross motor play; (3) an in-service training session on child and gross motor development; (4) teacher meetings with the center director for planning a gross motor curriculum; (5) a newsletter to parents describing the intervention; and (6) teacher meetings to discuss problems and successes in the program. Outcomes were measured by pre- and postintervention teacher surveys and observations of children. Observations indicated that more than 50 children participated in gross motor outdoor activities on a daily basis. All teachers gave an above-average response to survey indicators that measured their perceptions of their own level of training and ability. Twelve appendices include various forms and planning guides used in the intervention and other relevant materials. (BC)

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IMPROVING MOTOR SKILL DEVELOPMENT FOR TODDLERS AND PRESCHOOLERS THROUGH PLANNING AND TEACHER INVOLVEMENT

by

Cindy Gehron Treme

Cluster XLI

A Practicum I Report Presented to the Ed.D. Program in Early and Middle Childhood Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova University

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Theodore J. Badger, Administrator

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DeRidder, Louisiana
Address

September 30, 1990
Date

This practicum report was submitted by Cindy G. Treme under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

10-5-92
Date of Final Approval of Report

Roberta Schomburg, Ph.D., Advisor

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ABSTRACT

Improving Motor Skill Development for Toddlers and Preschoolers Through Planning and Teacher Involvement. Treme, Cindy G., 1992: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Gross Motor/ Skill Development/Toddlers/Preschool/Inservice/Teacher Training/Interaction/Curriculum/Child Care/Physical Fitness/ Playground Supervision/Observation

This practicum was designed to increase the daily opportunities for gross motor skill development in toddler and preschool programs through increased proficiency levels for staff planning and interaction with children. Inservice training was developed and presented. Teachers were observed, evaluated and given technical assistance.

The writer developed lesson plan models, parent newsletters, student and staff observation forms, planning guides, accident report forms and personnel attitude surveys. The writer evaluated the implementation of a gross motor curriculum; administered pre- and post-surveys of staff; conducted pre- and post-observation of children and teachers; and presented inservice training to toddlers and preschool teachers.

Analysis of the data revealed that teacher participation and planning, in regard to a gross motor program, increased the participation level of the children. Teachers changed their perception of outdoor play in addressing children's needs and the role of the staff members.

/*****

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Cindy G. Treme

CHAPTER I

Introduction

Description of Work Setting and Community

The work setting in which this practicum was performed was a hospital-subsidized child development center in a rural town with a population of 13,000. The center serves health care professionals and other businesses in the community. The majority of the children's parents create a dual-professional family structure for the children. Less than 30% of the families qualify for the free-lunch program. Less than 25% come from single parent families. The center is challenged by providing child care for parents who have demanding careers, often requiring additional training for career advancement. The parents have extremely high expectations for their children's programs, with concern for future academic success.

The center opens at 6:15 a.m. to accommodate surgical staff and commuters. A double shift of staffing accommodates employees' children, for those who work until 11:00 p.m. or attend night classes. Some children stay as long as 12 hours, due to 12 hour shifts demanded by their parents' supervisor. The center offers meals and snacks which exceed the Child Care Food Program standards. The ratios of adults to children meet

the standards set by the National Association for the Education of Young Children. Staff persons are required to have a minimum training level of high school diploma and 12 hours of yearly training, as required by the Class A Louisiana Child Care Licensing Committee Regulations. However, the lead teachers at this facility have Child Development Associate (CDA) credentials, early childhood vocational training, a two-year child development degree from an accredited university or a four-year bachelor's degree from a university.

The teacher's plan for the daily routine and learning experiences for the children, using adaptive processes which are developmentally appropriate for each age group. The program offered to children consists of infant and toddler play groups, half-day and all-day preschool programs for children, ages 3 to 5, school age care for before and after school hours and school holidays. Each group has assigned teachers and support staff.

Although considered a rural town, the community is the site of four major industries. Additionally, a major army installation and training center is in the community located 20 miles away. This community, and its resources, is required to meet the needs of those families assigned to that base. The needs of those families impact the hospital in several ways. Spouses of army personnel are often trained in occupations related to health care and become employees at this health care facility or related health care jobs in

this area. Due to the long-term absences of these armed forces parents for extended periods of time, the child care center often serves not only as a partner in sharing child responsibilities, but also serves as the only extended family network for these military families. As an aside, the diverse background of the professionals in this community add to the diversity of this town and its appeal to additional industry, without the concerns of urban life to families with young children.

Writer's Work Setting and Role

The director, writer of this practicum, oversees the department as management staff for the hospital. The director is supervised by the hospital administrator and advised by the financial administrator in budget matters. The assistant director is responsible for on-site training and scheduling additional training available throughout the state. Both the director and assistant director hold a master's degree in Early Childhood Education. Both come from a minimum of 10 years in the public school education system in the state. The director has been responsible for this program since 1989.

The center has grown from an enrollment of 25 children in 1989 to the current enrollment of 180 children, serving children from birth to school age. The facility offers the same quality service to community parents as to hospital parents. The hospital parents are given financial assistance

in the amount of a 30% discount, funded by the hospital, a non-profit organization, created by the parish police jury.

The population involved in this project consisted of approximately 70 young children, age ranging from 2-years-old to 5-years-old, who participated in the center's programs while their parents were working at the hospital or in the surrounding community. The writer, as the director of this center and department head for this program within the hospital structure, is ultimately responsible for all aspects of the center and the children which it serves, including budget, personnel, marketing, curriculum and philosophy.

The writer brings the perspective of child care in health care settings to this project, as well as experiences as an elementary classroom teacher and inservice trainer in the public school education system. The writer also brings experiences as a parent of a high school graduate and two young children under six. Finally, the writer is personally aware of the challenges of raising children in a home and society with both parents extremely involved in career development and community service.

CHAPTER II

Study of the Problem

Problem Description

In working to bring a level of excellence to this program during the last three years, different aspects of the curriculum, parent participation and staff qualifications has been addressed. As was often the case in the elementary school systems experienced by the writer, the gross motor aspect of children's development was neglected in the push for academic challenges and opportunities. After recent work in doctoral level child development and early childhood observation, the writer considered the necessity of addressing the physical development for toddlers and preschoolers as worthy of investigation.

The seven toddler and preschool groups within the center program were divided according to ages, in overlapping nine-month divisions. Table 1 shows the division of the 70 children participating in the program for these age groups. The writer chose these age groups to determine the adequacy of appropriate gross motor skill development opportunities in this child development program. In investigating this aspect of the program, it was important to note the opportunity of an appropriate gross motor curriculum and its impact

Table 1

Student Placement in Child Development Program

Gross Motor Development Project

Preschool Groups		
	Teacher A:	15 children (age 5)
	Teacher B:	15 children (age 5)
	Teacher C:	15 children (age 4)
	Teacher D:	15 children (age 3)
Toddler Groups		
	Teacher E:	10 children (age 2)
	Teacher F:	10 children (age 20 months)
	Teacher G:	10 children (age 14 months)

on the overall quality of the child development program. The problem identified for this practicum was the limited opportunities for gross motor development in this toddler and preschool program. Consequently, the children were not utilizing the playyard time or equipment appropriately, teachers were not interacting with the children during outdoor playtime and staff was not addressing gross motor development in the planning process.

The toddler and preschool staff at the center were not guiding or planning the children's use of the playyard. The playyard equipment was not being used to its best potential for developing gross motor skills and abilities, including

fundamental movement skills, physical fitness and perceptual-motor development.

The time on the playyard was viewed by staff persons as an opportunity for children to expend extra energy when weather permitted, a chance for teachers to converse with each other and to supervise the children by watching without interaction. The time on the playyard was viewed by the children as an opportunity to run free with minimal input from teachers and without thought or planning in choosing activity, experience or sharing in responsibility of behavior.

Without guidance from trained staff persons, young children remain below normal in motor development, maintaining only lower level performance skills, even if provided with well-equipped play areas. It is commonly accepted that toddlers and preschoolers have boundless energy and stamina. Miller (1978) asserts that often after exploring new playyard equipment, children tend to revert to the practice of playing quietly in small groups. The result is that children are often not physically active in a complete sense.

Young children should participate in daily gross motor experiences, indoor or outdoor. This aspect of development should be addressed with the same level of teacher involvement as other components of appropriate early childhood programs. Although daily activities and routines should be child-centered and rely heavily on child-initiated play, the

environment should provide opportunity for the natural development and practice of emerging gross motor skills.

In the early childhood program for this practicum, the opportunity for gross motor play indoors was almost non-existent, teacher interaction with children during outdoor playtime was mostly disciplinary in nature and child participation opportunities were low. An analysis of the gross motor development opportunities of this early childhood program indicated that the toddler and preschool teachers did not demonstrate proficiency in providing appropriate gross motor skill opportunities in the daily environment.

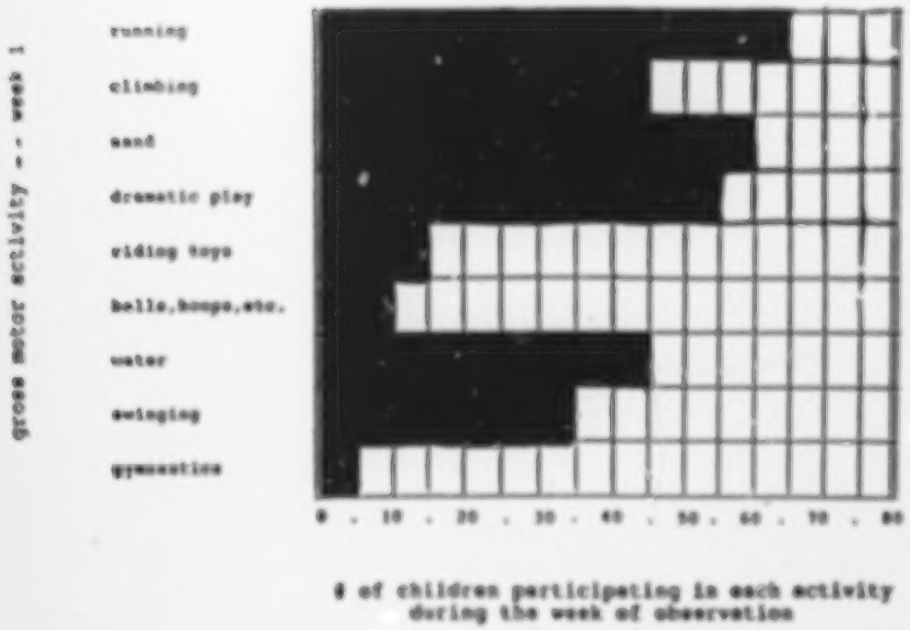
Problem Documentation

Evidence of the problem was supported by observations, interviews, and accident reports from the center log. During the spring of 1991, staff were asked to observe the children and note choices of gross motor activities (see Appendix A) for a one-week period during playyard play to be used in choosing supplementary playyard equipment for the new budget year. The staff reported that the children mostly ran and threw existing toys, such as sand shovels, pails, small trucks and hoops. The staff also reported that large playyard structures were utilized in an inappropriate manner, with dangerous climbing, sliding head-first and shoving one another off of the equipment. Children were observed approaching the equipment, but not participating. These children seemed

reticent to participate as a result of the rough play with little teacher input. Table 2 illustrates the most chosen gross motor activity was running. It requires noting that this running was for brief spurts of aimless running. Although an important aspect of play, it was not sustained participation in cardiovascular skills. The second most chosen gross motor movement was swinging. Of the 70 children, only 35 participated in this activity. With no plan for utilization of the swings and minimal teacher intervention, children were observed wanting to swing, but not gaining the opportunity if unsuccessful in getting a turn.

Table 2

Gross Motor Activity Observation Profile A



In May, 1991, the director observed the children and staff on the playyard from inside the building on a weekly basis for 4 weeks, using in-depth anecdotal observation (see Appendix B). The teachers, with the exception of three, congregated in one area and visited, stopping to correct or intervene when a conflict required adult input for the safety of a child or group. Observation and spontaneous interaction by the teachers with the children was not noted.

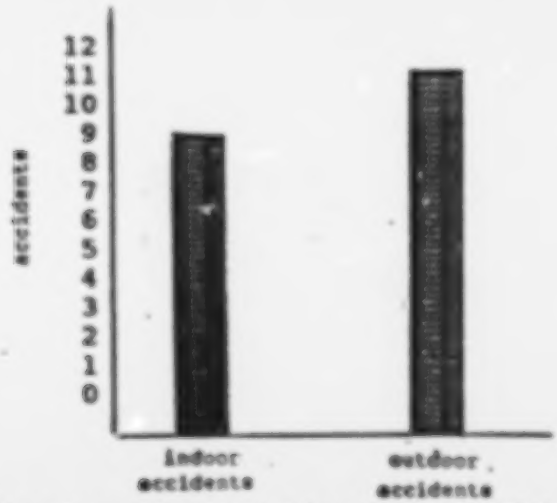
In June, 1991, Steve Phillips, Director of Class A Licensing for the state of Louisiana, and other members of the state licensing board for child care centers were consulted about problems with child care staff and the interaction with children in outdoor settings of centers. The response was that attitude of child care staff members and available inservice training posed a problem. Most workshops, seminars and training sessions deal with the cognitive curriculum and child development more than the physical fitness curriculum and child development. In approving the training sessions presented throughout the state, those dealing with playyards and gross motor movement skills were seldom submitted.

A review of the accident reports for the center from January, 1991 to June, 1991, (see Appendix C) showed that for 80% of the playyard accidents, resulting in some injury, the play of the child at the time of the accident was reckless and without purpose. Although the supervising teacher reacted with appropriate follow-up, interaction prior to the accident

was not documented. Table 3 illustrates the number of outdoor accidents doubled the indoor accidents for this age group.

Table 3

Accident Report Data-Prior Month



A common teacher response was that the child had been told many times not to choose a particular behavior, but the teacher had not helped the child redirect behavior or choose optional behavior.

Staff was surveyed prior to implementation. The staff was asked how the children could be directed to appropriate play on the playyard. Table 4 shows response of the majority of staff persons was not positive. Most teachers assessed their ability or desire as less than adequate. After the meeting, several staff persons individually came to the director and suggested that the staff should interact more with the children. Opinion was that individual experience or training was not adequate or that the staff as a whole was not

Table 4

Staff Attitude Survey Profile A

Preschool Teachers A	B	C	D	Toddler teachers E	F	G	training and ability indicators
							Reinforcing and encouraging physical development
-	-	-	-	-	-	- ___	Schedules time for active play every day, including indoor plans for rainy days.
+	+	+	+	+	+	+ ___	Helps and encourages children when they are learning new skills.
-	-	+	-	-	+	- ___	Encourages children to coordinate movement of large and small muscles.
+	+	+	+	+	+	+ ___	Participates actively with children, bending down to assist on their level.
-	+	-	-	-	-	+ ___	Encourages and challenges children with appropriate dialogue and praise.
+	+	+	+	+	+	+ ___	Provides safe and interesting objects for children to listen to, taste, smell, look at, pick up and put down.
-	-	-	-	-	-	- ___	Uses information about each child's physical strengths, interests, and needs to plan activites.
							Providing equipment and activities for gross motor development
-	-	-	-	-	-	- ___	Arranges the indoor and outdoor environment with a variety of textures and heights for children to climb over, under and through.
-	-	-	-	-	-	- ___	Uses a wide variety of materials and equipment to promote gross motor development.
-	-	-	-	-	-	- ___	Helps children develop an awareness of rhythm through indoor and outdoor music and movement activities.
-	-	-	+	+	-	- ___	Plays indoor and outdoor non-competitive games with children.
-	-	+	-	-	+	- ___	Encourages the development of self-help skills that use large muscles.
-	-	-	-	-	-	- ___	Plans and implements increasingly difficult activities which use large muscles.
-	-	-	-	-	-	- ___	Makes good decisions about when to physically assist a child or when to let a child work out a problem.
+	+	+	-	-	-	- ___	Attend inservice or read articles to improve knowledge about physical development of young children.

Preschool Teachers A	B	C	D	Toddler teachers E	F	G
4+	5+	4+	4+	4+	5+	4+
11-	10-	9-	11-	11-	10-	11-

score ≥5 = +
score <5 = -

6--Outstanding, enjoy doing
5--Above average
4--Average
3--Need fresh ideas
2--Need improvement
1--Would rather not do

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interested in solving the problem. These staff persons were in agreement that the playyard situation was not helping the children and that they were not satisfied with the roles being played by the staff or children.

Directors from other centers and principals from public school systems with pre-schools and kindergartens were interviewed. The problem of teachers viewing recess or outdoor play as a time for rest and low involvement for the teachers seemed consistent, even when schools were able to hire qualified and certified teachers. The attitude that this time had little purpose for children's development, other than to burn excess energy, greatly lessened the opportunity for gross motor development through socialization and play.

Causative Analysis

The writer cited four causes for the problem. Those problems included adult modeling, television influence, teacher interaction and violence in society.

Curry and Johnson (1990) assert that adult modeling influences the actions of children. Children in child care may only view parents at the beginning or ending of a work day when gross motor activity is limited. Even parents who pursue gross motor activity on a regular basis, often participate in this without the presence of the young child. Home activities may be limited to quiet and relaxing experiences as the children are fed dinner and prepared for bed.

Nielsen Media Research (1990) finds that the use of television to occupy many hours of activity for young children in the home encourages passive participation and imitative play, limiting perceived choices by the children when given opportunity for outdoor, gross motor developmental play.

Teachers who actively participate in the classroom, responding to children and their participation, receive more interest from young children. According to Wishon, Bower & Eller (1983), when passive presence is practiced on the playyard, the child observes a drastic change in the teacher's role and views gross motor activity as different and separate from the complete picture of child development.

As parents become more fearful of safety and security in this society, outdoor play and freedom for young children is becoming more limited. Parents feel that unless children are within close proximity, outside play must be avoided. Unfortunately, as work for parents increases, available time for sharing gross motor activity with children often decreases.

In the concern to maintain order and manage classrooms, teachers may discourage active play. The classroom may limit running, jumping and climbing to the degree that children run wild upon hitting the playyard with little regard to safety. The teacher may feel so exhausted after maintaining order in an indoor group, that interaction and organization on the playyard seem impossible.

Without formal training or a personal life-style that supports gross motor activity, a teacher does not see the need of this ability in young children, or the connection to the overall development of the child. In early childhood programs, Broadhead and Church (1985) find that most intervention focuses on social and cognitive channels. Motor aspects are limited to eye-hand coordination and small motor skills. On a personal level, physical fitness was not stressed at all, or was enforced in uncomfortable ways to many of the staff in their memories of childhood. Physical fitness, when viewed as a ticket to prolonged life and good health, is not avoided. Other staff persons view the indoor and outdoor time as a time of total free choice and free play for young children, with little regard to the teacher's role in organizing opportunity of choice in the environment and planned thought to outcomes.

Relationship of the Problem to the Literature

A review of the literature gives evidence to the lack of skill development in unorganized outdoor play with minimal teacher involvement. Research finds problems of skill development for toddlers and preschoolers.

To be physically fit requires the development and maintenance of cardiovascular endurance, muscular strength and endurance and flexibility. Miller (1978) asserts that the primary motor activities used during freeplay are running and

walking, with the majority of playtime and equipment being utilized for dramatic and social play. Early childhood teachers do not often encourage total participation in gross motor activities as with story time. In academic preschools, the children may remain immobile for long periods. Miller's (1978) studies found that children exposed to playground equipment without adult interaction did not consistently take part in sustained gross motor activity. Teacherless activities are not as enticing to children for gross motor skill participation.

Weikart (1987) finds that perceptual-motor skills are developmentally delayed in many young children, particularly in the areas of visual, auditory and time awareness. Further findings indicate that less than 50% of first graders are able to imitate movements in a sequence, move rhythmically to music or follow verbal instructions to execute movements.

Fundamental movement skills, those movements which are developed and refined when a child is neurologically ready, are basic locomotor skills which can be observed during the toddler and preschool stages of child development. Gallahue (1982) finds that although children develop the beginning stages of these fundamental skills, refinement does not automatically occur.

Cardiovascular fitness is not being increased due to the lack of moderate- to high-intensity physical activity in children's daily activities, according to Ross & Pate (1987).

The American Academy of Pediatrics (1991) urges parents to participate with young children in gross motor play experiences. It has found that the physical fitness among U.S. children has been on the decline, with as many as 50% of American children getting insufficient activity to develop healthy hearts and lungs. Of the 5- to 8-year-olds studied, 40% revealed at least one risk factor for heart disease--elevated blood pressure, high cholesterol or physical inactivity.

Teacher interaction is integral to a quality early childhood gross motor program as shown by research. The type of movement which strengthens cardiovascular fitness must be continuous. This is not observed in most childhood recreation activities or free play times and family activities (Gilliam, MacConnie, Geenan, Pels & Freedson, 1982).

Bredekamp (1987) finds that more critical to the development of large muscle skills is the plan for the utilization of equipment and time in facilitating children's gross motor movements. Prepared motor environments and experiences should focus on large muscle development and individual ability rather than to serve only as an opportunity for dispersing excess energy.

On playyards, teachers are often observed only monitoring children, although teachers improve the rate and depth of learning in other areas of development through enthusiastic participation in planned activities. The physical development

of the child is interconnected to the other areas of development (Cherry, 1987). Miller (1978) states that children are more enthusiastic about those activities in which the teacher or adult takes part as an active participant.

Possible causes of ineffective gross motor programs in early childhood settings are suggested by the literature. Traditionally, teachers have a plan of opportunities for language development, manipulatives, discovery and other areas of the curriculum but sometimes neglect gross motor skills. Through freeplay, it is accepted by many early childhood professionals that children will engage in those activities which require moderate physical activity and bring pleasure to the child (Wishon et. al., 1983).

The parts of the curriculum which are openly related to cognition receive a greater amount of teacher interest and planning than gross motor development. Broadhead and Church (1985) find that most intervention programs focus on social and cognitive channels for remediation of existing problems with the motor aspect of development being limited to fine motor skills.

Early childhood programs expend great amounts of funds providing well-equipped playyards and indoor play areas, believing that children will choose to move and develop large muscles if provided with the opportunity. Miller (1978) observed that even these children scored significantly below

appropriate curriculum requirements for the gross motor needs of toddlers and preschoolers. The inservice training session on child development and gross motor development and the interconnectedness of the two areas would result in an improved teacher attitude and confidence in gross motor curriculum planning, implementation and teacher-child interaction.

Measurement of Outcomes

The staff observed the children, logging gross motor behaviors evidenced during the implementation of the curriculum on an observation guide sheet (see Appendix A). Observation occurred during the week prior to the inservice. Each teacher observed her class for one week, noting the choice of outdoor activity for each child under her supervision. The results were to be compared with the same observation at the end of the project. Choices were compared according to the number of children participating in an activity.

The teachers were surveyed in regard to their perceptions of their own level of training and abilities in implementing a gross motor development program (see Appendix D). The survey was comprised of ratings in regard to training and ability indicators, with a 1 meaning, rather not do, progressing to 6, or excellent. The survey was repeated at the end of the project. It allowed staff to comment on personal attitudes

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal of the writer was to increase the children's opportunity for continuous practice in gross motor skills, within a developmentally appropriate environment and for teachers to become more confident in their ability to build on each child's maturation and ability.

Expected Outcomes

As a result of this program, 50 of the 70 children enrolled in the program were projected to participate in gross motor outdoor play experiences on a daily basis, choosing between a variety of different activities and age appropriate physical challenges. After 12 weeks, 5 of the 7 teachers were projected to plan and actively take part in gross motor experiences and playyard activities, after planning for this aspect of the curriculum in teams to include the subskills of gross motor development.

As a result of this practicum, teachers participated in a two-hour planning session to construct curriculum goals and plan for gross motor skill development for assigned age groups. Teachers were projected to gain a knowledge of

appropriate curriculum requirements for the gross motor needs of toddlers and preschoolers. The inservice training session on child development and gross motor development and the interconnectedness of the two areas would result in an improved teacher attitude and confidence in gross motor curriculum planning, implementation and teacher-child interaction.

Measurement of Outcomes

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regarding physical fitness and the movement curriculum for young children. The first surveys were used to compare change in staff attitude and to design the inservice and staff sessions for planning and evaluation. Each teacher kept informal anecdotal records of the attitudes, interactions and progress of the children and staff members during the project. Lesson plans and class observation were used to measure the presence of gross motor activities for children in the daily program prior to and after the project.

Mechanism for Recording Unexpected Outcomes

During the course of the project, it was noted that unexpected outcomes could arise from the success of the project or from problems with the implementation of the project. An in-depth anecdotal observation form (see Appendix B) was completed by the staff person noting the outcome and reviewed with teaching partners and assistant director. The form noted the observed behavior, allowed the teacher to make inferences and interpretations and to record how the early childhood team would use the observation to alter or enhance the project implementation for the current or later groups.

Description of Plans for Analyzing Results

At the end of the project, the students and teachers were observed with the same observation forms (see Appendix A and B). The results of the choices of activities and interactions

were recorded and compared to those taken prior to the project. The results of the two observations were compared with regard to the number of children participating in an activity. The results were combined with the informal and in-depth observations and anecdotal records to evaluate the success of the program. The results were combined with the informal and in-depth observations and anecdotal records to evaluate the success of the program.

The pre- and post- staff self-survey was compared to note changes in staff attitude and confidence in planning for gross motor opportunities and development. Lesson plans and observations were used to document change in daily opportunity of gross motor skill development.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Possible Solutions

This practicum addresses the problem of limited gross motor movement opportunities for toddlers and preschoolers in a child care setting. In seeking a solution, consideration is given to the inappropriate utilization of playyard equipment, insufficient interaction of teachers with children during outdoor play and the lack of gross motor experiences in the planning process for this early childhood program.

Early childhood research suggests possible solutions to the problem. The special needs of toddlers and preschoolers along with recent findings about gross motor skills in young children were made known to parents, teachers and community in the form of a fitness newsletter. Weikart (1987) states that perceptual-motor skills are developmentally delayed in many young children. Auxter (1985) advocates presenting motor activities to young children in ways that are inviting and encouraging. Brief activities with easy success will appropriately challenge young children. Beginning outdoor play with teacher modeling a brief gross motor activity increases opportunity for large muscle play. An appropriate routine as day opens provides gross motor movement.

Information about the effects of excessive television viewing was made available to parents from the Nielson Media Research (1990) which raises the issue of how much television young children are watching. Teachers shared ideas and outcomes with each other from suggested activities which combine gross motor skills with creative movement, music and imagination. These were in the form of photos, observation and shared participation. Parents are encouraged to include vigorous activity, such as walks in the park, climbing hills and playing in the yard to replace watching television each evening with young children (Healthy People, 1979). In placing restrictions on the natural exuberance and activity levels of children, while simultaneously placing emphasis on academic readiness, parents may be sending subtle messages to children that physical activity is unimportant (Paley, 1984).

Parents were invited to the center to participate in activities with their children. They viewed photos which featured gross motor skills for toddlers and preschoolers to raise their awareness of the interconnectedness of physical development with other aspects of early childhood development. Activities for large muscle movement were posted for parents. When easily performed with simple objects from home or preschool, parents were able to support similar types of activities from the child's daily experiences at the center.

Teachers included a gross motor skill center among the other centers in the classroom and built a file of indoor gross motor skill activities for the group and individuals. Children, highly skilled in gross motor development, are more likely to be included in games and play than lesser skilled peers. This ability can affect a child's self-esteem and socialization (Seefeldt, 1984). This file enabled teachers to find appropriate challenges for children who were reluctant to propell themselves about the playground. Teachers were careful to build challenges in small increases from each child's own ability levels to ensure possible new success.

Gross motor skills and development was stressed for staff, children and parents at the center. A physically fit life-style and healthy living was addressed throughout the curriculum. Seefeldt (1984) asserts that without continuous practice and instruction, a young child may not perform gross motor skills at a higher level than the first level achieved through maturation alone. Skills that were evidenced in children's development were encouraged and practiced.

Teachers spent time observing established gross motor programs of high quality in other school settings. Teachers established a resource bibliography and file for developmentally appropriate gross motor experiences. Staff jointly prepared tapes and accompanying words and movement charts for new staff showing examples of developmentally appropriate gross motor skills and experiences, supported by

an explanation of gross motor skill development and the center's curriculum.

Description and Justification for Solution Selected

The restructuring of the playyard time and activities for the children and participation and planning by the staff were a major undertaking, due to the years of established routines. The teachers who had been comfortable in this routine were reluctant to venture into a new program, in addition to other responsibilities. It required a combined effort to view gross motor skills as possible and beneficial to pursue as a part of the curriculum. A curriculum plan for gross motor skills screening and/or observation, based on adaptive processes and subskills was used to determine the needs of the individual children and the various age groups.

This program was projected to succeed because of four main factors. The assistant director and some of the present teachers were eager for an appropriate change in the gross motor plan of the center. Staff observed quality gross motor programs in other settings and saw young children respond to the planning and guidance of a developmentally appropriate program. Staff representatives observed a motion and movement program at a K-1 elementary school and participated in a pre-kindergarten gymnastics class.

The children learned about positive choices in gross motor play and responded with more appropriate behavior as

they shared in the responsibility and participation of the gross motor activities with their teachers. As staff people saw the program working for some teachers and the response of the children and parents, more of the total staff wanted to become involved in gross motor play and skill development.

Parents were informed about current knowledge and findings concerning physical fitness and gross motor development for toddlers and preschoolers. Parents shared in the program and were informed about the advantages of the gross motor development for their children.

Report of Action Taken

Preparation prior to implementation was necessary to increase the effectiveness of the project. An outline of the project was shared with staff. The hospital administrator gave approval and support for upgrading playyard and acquiring needed equipment. Gross motor equipment was inventoried. Additional riding equipment and gross motor props were ordered and collected. Lists for needed recycled materials were circulated among parents and volunteers.

Sample gross motor lesson plans and activities for each age group were available for the planning process (see Appendix E). Letters to parents describing the project were sent home. A preliminary list of resource literature were made, using current and appropriate early childhood resources. The bibliography was used by the teachers in

learning and planning for gross motor play (see Appendix F). A checklist for screening and observation of the age groups was made available to the teachers showing skills and behavior which was observable and age appropriate (see Appendix G). Supplies for the workshop were collected, including files, records and tapes.

Teachers and support staff attended and participated in a two-hour inservice training session on child and gross motor development and the interconnectedness of these two areas (see Appendix H). Teachers were asked to collect information and resource books, newsletters and past workshop materials for a curriculum planning session on this topic. Staff took part in movement experiences while learning new music from acquired gross motor recordings.

Teachers and support staff met with the director, in two groups: the toddler staff group and the preschool staff group. The meeting was the first planning session (see Appendix I) for the planning of the curriculum and the first week of gross motor skill development, including sample activities with teacher participation and input. A bulletin board for sharing was established (see Appendix J), with a plan for different staff sharing ideas each week.

Teachers sent home letters to parents in the form of a fitness newsletter, describing the new aspect of the program and sharing information and activities about gross motor skill development for toddlers and preschoolers (see Appendix K).

The centers in the rooms were established. Teachers planned the second week of gross motor skill experiences and shared findings or feelings about the progress of the program. Some teachers were discouraged about gross motor activity in the room. Other teachers suggested ways of marking off the center area, such as with colored tape or contacting footprints to the floor to contain movement activity within specific areas. It was important to encourage the acceptance of increased levels of activity and noise. As long as the remaining centers were able to function normally and safety was maintained, this was acceptable. Encouragement was needed from co-workers and the director for some staff members to be comfortable with this expected result.

Gross motor skill development activities and experiences were fully implemented into the daily schedule. The playyard schedule was posted with additional times made available for teachers to take children out for gross motor play. Weekly planning and sharing sessions continued to be scheduled.

Teachers and staff met together to discuss problems, successes and ideas about the gross motor development program. Parent newsletters were reviewed and information for new issues shared (see Appendix J). Goals for the remaining weeks were established and plans for the next two weeks written and reviewed.

The gross motor program was continued with the centers, large and small group and individual activities and

CHAPTER V

Results, Discussions and Recommendations

Results

Prior to the implementation of this practicum, the opportunity for gross motor play, with appropriate teacher-child interaction, was almost nonexistent, whether indoors or outdoors. The toddler and preschool teachers were not proficient in providing appropriate gross motor skill opportunities in the daily environment.

The goal of this practicum was to increase the opportunity of daily gross motor development and experiences for at least 50 of the 70 children enrolled in the program. Prior to this project, only half of the children were observed utilizing the swings, while other children were observed choosing only short periods of running and minimal climbing for gross motor experiences. Other forms of gross motor development participation and activity were observed. As a result of this program, children were projected to increase the variety of gross motor skill experiences, including the subskill development, within the early childhood setting.

Additionally, teacher planning and daily implementation of a gross-motor curriculum was projected to be achieved for 5 of 7 toddler and preschool teachers. Through use of teacher

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Additionally, teacher planning and daily implementation of a gross-motor curriculum was projected to be achieved for 5 of 7 toddler and preschool teachers. Through use of teacher

inservice, technical assistance, improved planning and observation, the writer projected that teachers would increase confidence and ability in providing gross motor opportunities to meet toddlers' and preschoolers' needs. The number of gross motor experiences as evidenced in lesson plans and class observation was projected to increase to ensure the inclusion of the subskills of gross motor development were included in the daily routine for no less than 5 of the 7 groups. Table 5 shows the lack of these gross motor subskill opportunities at the onset of the project. The perceptual motor skills were addressed most often.

Table 5

Gross Motor Activities in Lesson Plans

Gross Motor Activities in Daily Plans and Routines

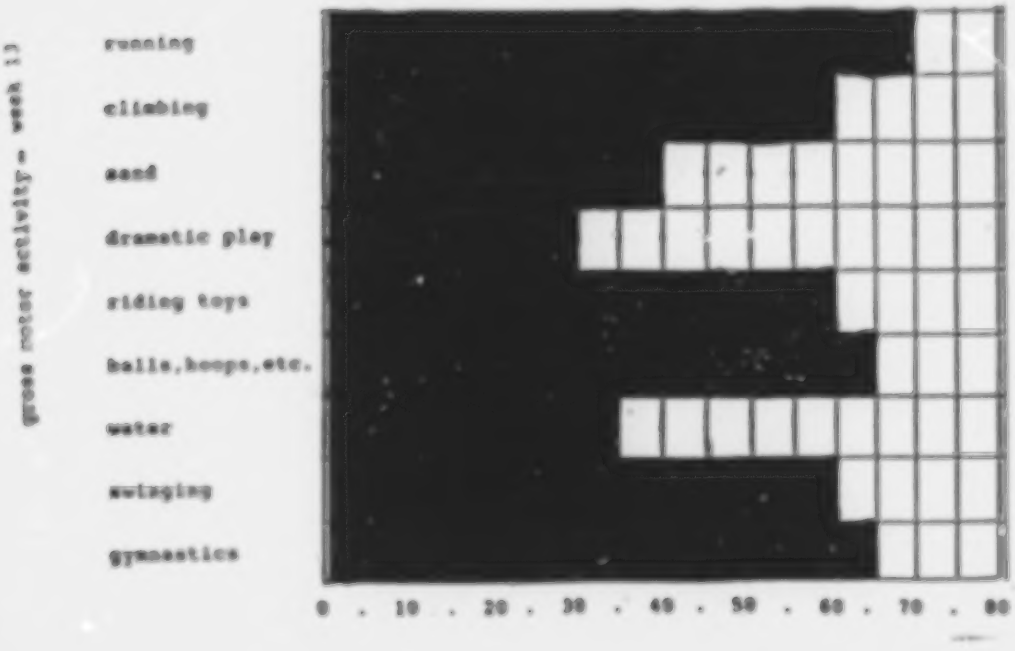
	STAFF:	preschool			toddler			
		A	B	C	D	E	F	G
WEEK 1								
	total	1	0	1	2	2	3	2
subskills	--physical fitness	0	0	0	0	0	1	0
	--perceptual motor	1	0	1	1	2	1	1
	--fundamental movement	0	0	0	1	0	1	1

as evidenced in lesson plans and classroom observations

At the completion of the project, teacher planning and student participation was shown to increase by the number of children participating in gross motor skill development during outdoor playtime. Through large group, small group and teacher-child dialogue or interaction, more children chose to participate in actual gross motor activity. Sand, water and dramatic play choices were more in balance as children began choosing a variety of gross motor experiences. Results of children's choices and participation are indicated in Table 6. From Table 6, it can be seen that the daily

Table 6

Gross Motor Activity Observation Profile B



participation objective of the practicum was successfully met. It was projected that the practicum would result in at least 50 of the 70 children participating in gross motor experiences within the week. More than 50 of the 70 children were observed participating in the gross motor choices on a daily basis.

The success of this objective must be attributed not only to the strategies used in this practicum but also to the cooperation, commitment and interest of the staff. By participating with the children and planning based on children's needs, children showed eagerness and confidence in participating in appropriate gross motor challenges.

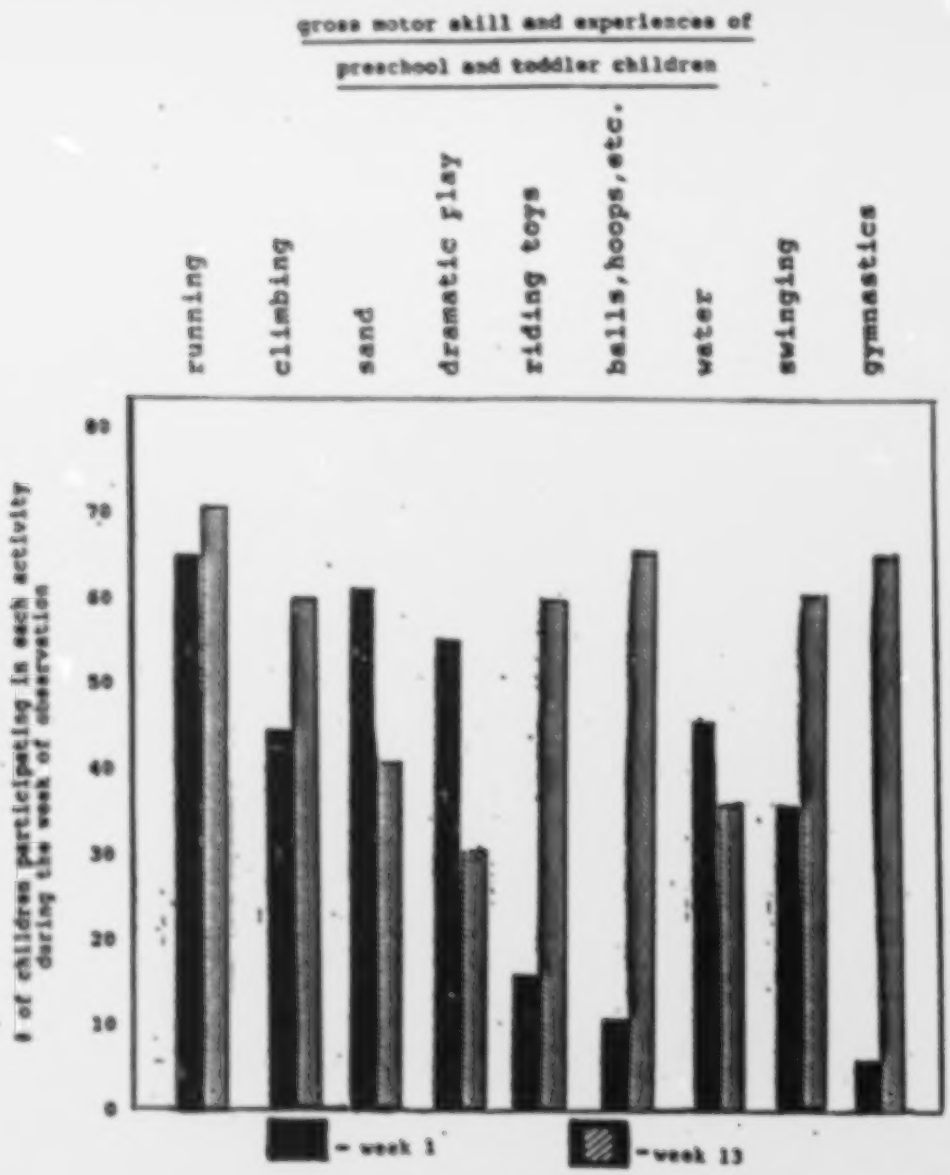
The bar chart in Figure 1 compares the number of children participating in the outdoor play opportunities before and after implementation. It is noted that prior to implementation,children were choosing play that involved no more gross motor movement and skill development than learning centers indoors. Running was limited to short distances. Swinging was being utilized by only half of the children.

The writer attributes the achievement of this objective to the purposeful inclusion of non-competitive games, specific skill based planning and appropriate encouragement and challenge in teacher-child dialogue. At the completion of the project, the gross motor experiences were chosen by a minimum

Figure 1

Gross Motor Development Project

Participation in Skill Experiences by Children



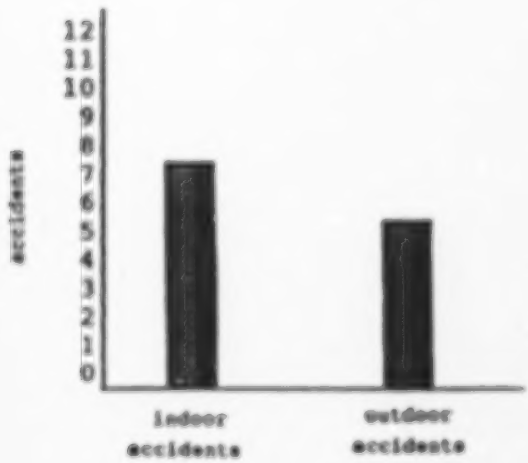
Comparison of child participation during the first and last week of the project as noted on observation guide sheet

of 60 of the 70 children on an average daily basis. Improvement was documented and the overall gross motor skill opportunity and participation objective of the practicum was satisfactorily met.

From Table 7, it can be seen that the number of outdoor accidents decreased to fewer than 3 months prior and to less than indoor accidents. The writer attributes this to increased teacher involvement with the children moving with more purpose and increased gross motor skill and awareness of the children. This unexpected outcome further justifies the importance of teacher planning and teacher-child interaction.

Table 7

Accident Report-Following Month



As a result of this project, the writer projected an increase in the teacher's ability and confidence in planning and implementing a gross motor curriculum. After 12 weeks, 5 of the 7 teachers were projected to be able to plan confidently for gross motor skill experiences. As seen in Table 8, staff attitude, confidence and ability increased at the termination of the practicum with a minimum score of 11 of 15 training and ability indicators. With 7 of 7 teachers responding at above average to outstanding for over 10 of the 15 indicators, the staff ability objectives was successfully met.

Observation of indoor and outdoor daily routines and lesson plans show that all teachers were able to implement the subskills of gross motor development into the daily experience of the toddlers and preschoolers. Table 9 compares the evidence of gross motor subskill opportunities for the 7 groups of children at the initiation and termination of the practicum. Teachers of the preschool group (A,B,C,D) were able to integrate gross motor experiences into other aspects of the curriculum, as well as providing an indoor gross motor center. Toddler teachers integrated indoor gross motor experiences into the daily routine with a gross motor center and through the use of transitions. Toddler staff (E,F,G) reported this further enhanced other areas of toddler development.

Table 8

Staff Attitude Survey Profile B

Preschool Teachers				Toddler teachers			training and ability indicators
A	B	C	D	E	F	G	
							Maintaining and encouraging physical development
•	•	•	•	•	•	•	____ Schedules time for active play every day, including indoor plans for rainy days.
•	•	•	•	•	•	•	____ Helps and encourages children when they are learning new skills.
•	•	•	•	•	•	•	____ Encourages children to coordinate movement of large and small muscles.
•	•	•	•	•	•	•	____ Participates actively with children, bending down to assist on their level.
•	•	•	•	•	•	-	____ Encourages and challenges children with appropriate dialogue and praise.
•	•	•	•	•	•	•	____ Provides safe and interesting objects for children to listen to, taste, smell, look at, pick up and put down.
•	•	-	•	-	•	•	____ Uses information about each child's physical strengths, interests, and needs to plan activities.
							Providing equipment and activities for gross motor development
•	•	•	•	•	•	•	____ Arranges the indoor and outdoor environment with a variety of textures and heights for children to climb over, under and through.
•	•	•	•	•	•	•	____ Uses a wide variety of materials and equipment to promote gross motor development.
•	•	•	•	•	•	•	____ Helps children develop an awareness of rhythm through indoor and outdoor music and movement activities.
•	•	•	•	-	•	-	____ Plays indoor and outdoor non-competitive games with children.
•	•	•	•	-	•	•	____ Encourages the development of self-help skills that use large muscles.
•	•	•	•	•	•	•	____ Plans and implements increasingly difficult activities which use large muscles.
•	•	-	•	-	•	•	____ Makes good decisions about when to physically assist a child or when to let a child work out a problem.
•	-	•	-	•	•	-	____ Attends inservice or read articles to improve knowledge about physical development of young children.
attitude self-survey total score							
Preschool Teachers				Toddler teachers			
A	B	C	D	E	F	G	
15•	16•	13•	14•	11•	18•	13•	
0-	1-	3-	1-	4-	0-	3-	

score ≥5 = +
score <5 = -

6--Outstanding, enjoy doing
5--Above average
4--Average
3--Need fresh ideas
2--Need improvement
1--Would rather not do

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Figure 2

Staff Self-Survey Attitude Comparison

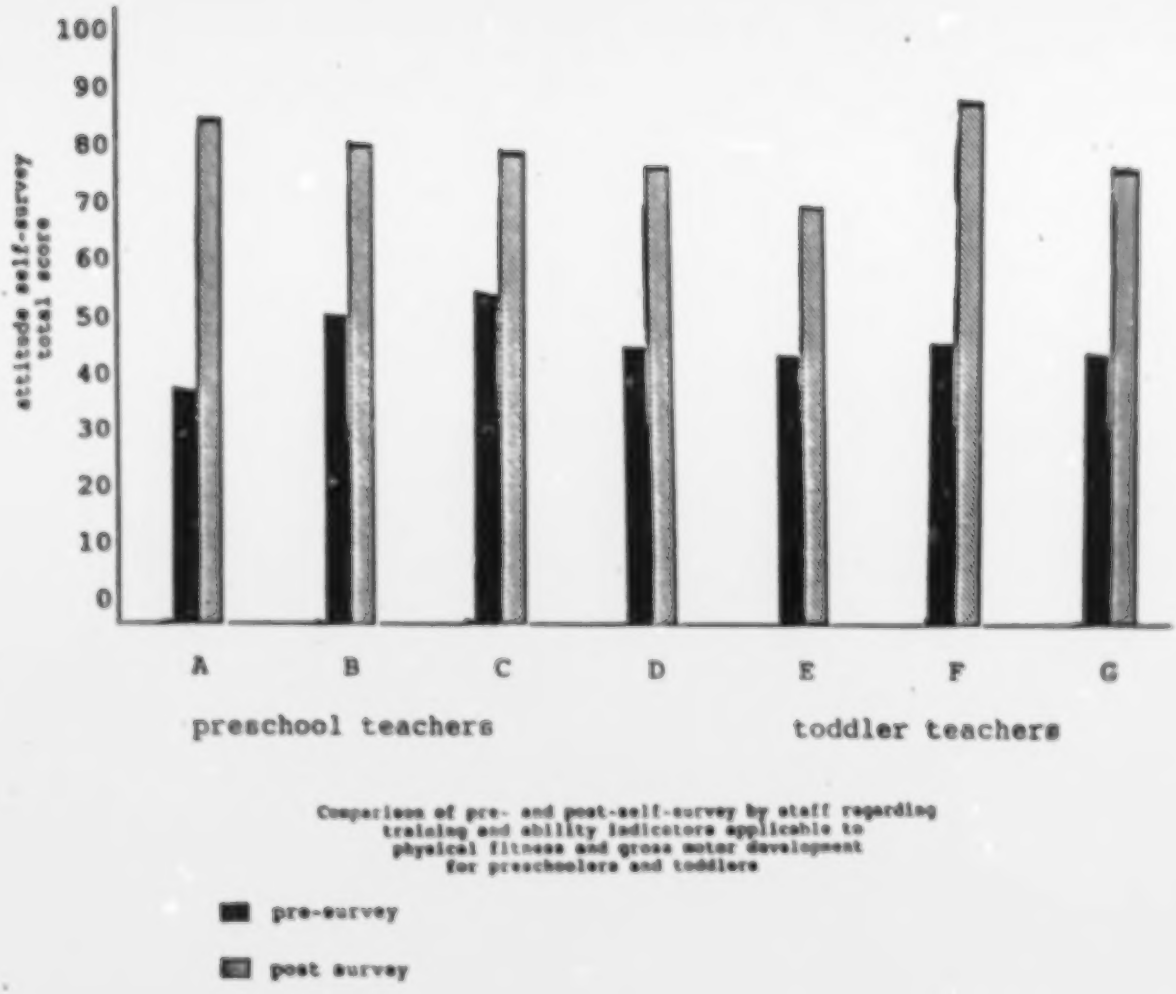

Figure 2 compares attitude self-survey scoring completed before and after the project. Teacher A's total score of 37 prior to the project and 86 at the completion of the project

shows the greatest gain. The remaining staff were able to increase their score by a minimum of 25 points. As an unexpected outcome, several staff reported their own increased

Table 9

Gross Motor Activities in Lesson Plans

	STAFF:	preschool				toddler		
		A	B	C	D	E	F	G
	WEEK 1							
	total	1	0	1	2	2	3	2
subskills	--physical fitness	0	0	0	0	0	1	0
	--perceptual motor	1	0	1	1	2	1	1
	--fundamental movement	0	0	0	1	0	1	1
	WEEK 13							
	total	14	15	15	14	14	15	15
subskills	--physical fitness	4	5	5	4	4	5	5
	--perceptual motor	5	5	5	5	5	5	5
	--fundamental movement	5	5	5	5	5	5	5

as evidenced in lesson plans and classroom observations

participation in outdoor gross motor activities enhanced relationships with the children and seemed to increase personal energy levels.

Discussion

The improvements noted while implementing the practicum have impacted the writer's perception of child development and the influence of staff participation and child-staff interaction. At the onset of the practicum, three months appeared insufficient to permanently alter the attitudes of staff or interest of children. In the writer's opinion, it was adequate in confirming the tenets of early childhood development professed by Cherry (1976) in stating the importance of the teacher participation in achieving student participation. Cherry (1976) further asserted that movement, in regard to all aspects of child development, is essential in any early childhood program. It is critical that children be challenged to move in appropriate ways and in as many ways as possible. As teachers plan for the developmental needs of young children, it is necessary to include opportunities for gross motor development, just as language development, art experiences and science activities are included. It is important for the mind, just as the mind provides directions for the body. As teachers participate in the gross motor activities, children are enticed to participate as a result of the teachers' enthusiasm and encouragement.

Observation of the children gave evidence to the benefit of implementing these philosophies in regard to the gross motor movement experiences. Children increased the variety of choices, balancing riding and climbing with skipping, stretching, balancing and creative movement. The occurrence of superhero play diminished while an increase in dramatic play, similar to themes used indoors, was noted. As teachers interacted with children, imaginative play developed on a greater participatory basis, involving more problem-solving and creative outcomes. Older house center furniture was moved outdoors, large boxes and crates were utilized and regular water play during warmer weather enriched the outdoor playtime.

The staff-child dialogue and non-verbal communication, such as closeness, encouragement and especially participation, became the thread to weave the connecting concepts between gross motor movement and skill development and all other areas of development for the young child.

Fundamental movement skills are basic locomotor skills which can be observed during the toddler and preschool stages of child development. Although children develop the beginning stages of these fundamental skills, refinement does not automatically occur (Gallahue, 1982). This was evidenced with the gross motor program prior to implementation. Children participated in running on the playyard, but not in a manner to build endurance and cardiovascular strength. Children were

able to use riding toys, but did not choose this activity on a regular basis. After implementation and a plan of use, accompanied by encouragement and appropriate challenge, the practice of this skill increased dramatically. Children were able to stretch, do forward rolls and some were able to attempt cartwheels. Walking, jogging, hopping and riding around the track, together with staff, was chosen more frequently by children. Until the staff participated and involved themselves with the children on a regular basis, these skills were not regularly practiced.

As staff collaborated to participate in outdoor play, the incident of injury decreased. Children were shown the safest ways of sliding. Childen who were confident in trying a new skill were ensured of a staff member remaining near.

Being physically fit requires the development and maintenance of cardiovascular endurance, muscular strength and endurance and flexibility. The primary motor activities used during freeplay are running and walking, with the majority of playtime and equipment being utilized for dramatic and social play (Miller, 1978). This was noted in the gross motor program prior to implementation of the project. Children utilized the sand, water and dramatic play on the playyard more than the climbing equipment. As soon as teachers encouraged children to use the climbing equipment and led stretching and other gymnastics activities, the children elected to participate more in the aspect of outdoor that

included staff-child dialogue. The dialogue further enhanced the water, sand and dramatic play that continued. Dramatic play had been limited to imitative play, similar to superhero imitation and enactment. With increased teacher-child dialogue, dramatic play became more in line with that which was done during indoor play, but on a larger scale and with grander schemes developed by the children. The importance of child choice must be stressed. Children can be encouraged and reassured, but care must be taken to ensure the child is not pushed behond what is individually appropriate. Staff should always be willing to hold a hand or stand near. Observation and dialogue are critical in determining appropriate challenge for each child's ability.

The staff identified the tendency of planning opportunities for language development, manipulatives, discovery and other areas of the curriculum, but often neglected gross motor skills. Through freeplay, it was thought by the staff that children would engage in activities requiring moderate physical activity. Wishon et. al. (1983) find this to be a shared belief by many early childhood professionals. The staff directly observed that they served as strong role models and held the potential of having a positive psychological effect on the quality of life for young children by encouraging them to be physically fit and confident. This supports Miller's (1978) findings in noting that children are more enthusiastic about those activities in

which the teacher or adult takes part as an active participant. In order to plan and implement an effective gross motor curriculum, the teacher needs to possess a knowledge of child development, particularly with regard to gross motor skills and the implications to other aspects of development (Lovel & Harms, 1985). Playground equipment will not alone ensure that the developmental needs of toddlers and preschoolers are being met. Planning and implementing a large muscle program, beginning with established goals for skill experiences, is integral to an age appropriate program which meets the needs of children in a group or individually. The effort and awareness of parents, teachers, children and administrators is needed to bring about a quality gross motor program. Pervading this aspect of child development is the necessity of knowledge in regard to a child's overall development. Gross motor skills must be emphasized, but only as one part of a young child's needs. Challenges must be appropriate and for the purpose of enhancing self-awareness--never at the expense of self-esteem.

Recommendations

According to the U.S. Department of Health, Education and Welfare, (1979), forty percent of children, ages 5-8, show a minimum of one risk factor for heart disease, such as elevated blood pressure, high cholesterol or physical inactivity. As much as fifty percent of the children in this nation are

getting inadequate exercise for the development of healthy respiration and circulation development. The American Academy of Pediatrics is calling for more physical education programs at home and in school to stop the trend of declining physical fitness levels of American Children (Lovell & Harms, 1985).

It was noted in this project that as shy children participated more in gross motor play, they were confident to take part in other aspects of the program. The use of music and movement gained participation from some of these childen when no other experience seemed to be able to involve them.

The ability to move has impact on a child's social, emotional and physical well-being. The inclusion of a young child in games and play of peers is important to relationships and self-esteem. Children of lower ability tend to experience health problems in later life, as well as lower self-esteem and fewer friends in early childhood (Gross, Johnson, Wojnilower & Drabman, 1985). Because young children learn with their whole being, physical development and ability is a necessary component of early childhood programs to continuously evaluate and improve.

Socialization in the gross motor program must always consider differences in abilities and interests, interfaced with careful observation and guidance by teachers. Professional training and curriculum planning must be rooted in knowledge of child development and appropriate experiences to ensure the curriculum itself does not become the iniator of

the child's environment. The young child must remain at the center of the program's purpose, with socialization and play as the primary medium. Gross motor development, and any sub-skills, must be tailored to suit the needs of the children the program serves.

Dissemination

Preliminary plans have been made to offer the sharing of these strategies. The writer looks forward to refining the strategies and results of this practicum in order to receive recognition of subject as valid inservice training offered to child care workers statewide through funding under the Child Care Block Grant.

It is under consideration to refine the information and present it in the form of a parent workshop to parents throughout this community. Additionally, the staff has proposed sharing this project in the form of a workshop at the Louisiana Association of Children Under Six (LACUS) statewide convention in the upcoming year.

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APPENDICES

APPENDIX A

OBSERVATION GUIDE SHEET

OBSERVATION GUIDE SHEET

GROSS MOTOR MOVEMENT PROJECT

Week of _____

Choice of activity	running	climbing	sand	dramatic play	riding toys	balls, hoops, etc.	water	swinging	gymnastics
NAME									

APPENDIX B

IN-DEPTH ANECDOTAL OBSERVATION FORM

IN-DEPTH ANECDOTAL OBSERVATION FORM

STAFF PERSON_____ DATE_____

CHILD'S NAME_____ TIME_____

Situation _____

_____

Observed Behavior Inferences/Interpretations

___physical fitness

___perceptual motor skills

___fundamental movement skills

_____

Program implications:

_____

Recording:

A - adult

ch- child

Ph- physical interaction

V - verbal interaction

Sample:

A ch V --

adult and child

verbal interaction

(adapted from Board of Education of the City of North York. Look, Hear. Ontario, Canada.)

APPENDIX C

INCIDENT/ACCIDENT REPORT FORMS

ACCIDENT/INCIDENT REPORT

Child's Name_____Age_____

_____Age_____

Teacher_____ GROUP INF TOD PSC SCA

PART I: Accident/Incident

Date_____Time_____am pm Location_____

____Bruise ____Abrasion ____Cut ____Bite

____Other_____

Action/Behavior of child(ren) at time of accident

_____

_____

Action of teacher during and following accident

_____

_____

Notification of parent/parent reaction or comments

____Phone ____In person ____In writing ____Other Staff

_____

_____

Condition of child upon leaving center

_____

PART II: Follow-up

Condition of child upon returning to center/parent input

_____

Supervising teacher at time of accident_____
(Teacher witnessing accident)
Any other staff assisting in first aid _____
or follow-up

The above report was reviewed and discussed with staff involved.

Date_____ Director_____

APPENDIX D

PHYSICAL FITNESS AND GROSS MOTOR MOVEMENT ATTITUDE SURVEY

PHYSICAL FITNESS AND GROSS MOTOR MOVEMENT

ATTITUDE SURVEY

Listed here are skills required of staff in implementing a gross motor movement curriculum. These skills, along with good health and nutrition practices, help early childhood professionals promote physical development in children. Use the checklist to rate yourself and how you participate in your center's gross motor movement curriculum.

6--Outstanding, enjoy doing
5--Above Average
4--Average
3--Need fresh ideas
2--Need improvement
1--Would rather not do

Reinforcing and encouraging physical development

____ Schedules time for active play every day, including indoor plans for rainy days.

____ Helps and encourages children when they are learning new skills.

____ Encourages children to coordinate movement of large and small muscles.

____ Participates actively with children, bending down to assist on their level.

____ Encourages and challenges children with appropriate dialogue and praise.

____ Provides safe and interesting objects for children to listen to, taste, smell, look at, pick up and put down.

____ Uses information about each child's physical strengths, interests, and needs to plan activites.

Providing equipment and activities for gross motor development

____ Arranges the indoor and outdoor environment with a variety of textures and heights for children to climb over, under and through.

____ Uses a wide variety of materials and equipment to promote gross motor development.

____ Helps children develop an awareness of rhythm through indoor and outdoor music and movement activities.

____ Plays indoor and outdoor non-competitive games with children.

____ Encourages the development of self-help skills that use large muscles.

____ Plans and implements increasingly difficult activities which use large muscles.

____ Makes good decisions about when to physically assist a child or when to let a child work out a problem.

____ Attend inservice or read articles to improve knowledge about physical development of young children.

____ SCORE

Review your responses. List three skills below that you would like to improve for your own personal physical fitness.

_____

_____

_____

_____

_____

APPENDIX E

GROSS MOTOR RESOURCES PLANNING GUIDE

GROSS MOTOR RESOURCES
PLANNING GUIDE

Bredekamp, S. (1987). Guide to accreditation: National academy of early childhood programs. National Association for the Education of Young Children: Washington, D.C.

Brown, J. (1984). Administering programs for young children. National Association for the Education of Young Children: Washington, D.C.

Cherry, C. (1976). Creative play for the developing child. Fearon Pitman Publishers, Inc.: Belmont, California.

Clemens, S. (1983). The sun's not broken, a cloud's just in the way: On child-centered teaching. Gryphon House: Mt. Rainier, Maryland.

Dodge, D. (1988). The creative curriculum. Teaching Strategies, Inc.: Washington, D.C.

Dodge, D., A. Dombro & D. Koralek. (1991). Caring for infants and toddlers, Vol. I & II. Teaching Strategies, Inc.: Washington, D.C.

Messano, B. (1991). Songs and Activities for Best, Best, Friends: A complete music curriculum for early childhood. The Center for Applied Research in Education: New York.

Dodge, D., A. Dombro & D. Koralek. (1991). Caring for preschoolers, Vol. I & II. Teaching Strategies, Inc.: Washington, D.C.

APPENDIX F

GROSS MOTOR SUBSKILLS PLANNING GUIDE

GROSS MOTOR SKILLS
Program Development and Planning

Week of: _____ skills

	physical fitness	perceptual motor	fundamental movement
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			

PHYSICAL FITNESS
cardiovascular endurance
muscular strength
flexibility

PERCEPTUAL MOTOR
visual awareness
auditory awareness
time awareness

FUNDAMENTAL MOVEMENT SKILL
neurological development
locomotor skills
--development
--refinement

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APPENDIX G

GROSS MOTOR SKILLS - ADAPTIVE PROCESSES

GROSS MOTOR SKILLS

SCREENING AND AGE APPROPRIATE GUIDELINES CHECKLIST

The behaviors indicated here will happen earlier or later for individual toddlers and preschoolers. The teacher will note when a behavior is first noted and follow the increased level of skill or combination with others.

Locomotor Movements

walking

running

hopping

skipping

galloping

marching

climbing and descending stairs

crawling

others

jumping (horizontally)

Non-Locomotor Movements

jumping(vertically)

swaying

bouncing

bending

pushing

pulling

kicking

rolling

rotating

others

APPENDIX H

CHILD DEVELOPMENT AND GROSS MOTOR INSERVICE

CHILD DEVELOPMENT AND GROSS MOTOR INSERVICE

I. Child development
   a. Toddler stages of development
   b. Preschooler stages of development

II. Gross motor development
   a. What toddlers can do
   b. What preschoolers can do

III. Health and safety and outdoor play
   a. Playground map of interest areas
   b. Plan for supervision with zones
   c. Toddlers and special safety awareness
   d. Preschoolers and special safety awareness
   e. Children need choices
   f. Role of the adult
   g. Equipment safety survey
   h. Care and storage of equipment

IV. Activities and equipment
   a. Riding toys
   b. Sand and water
   c. Games
   d. Dramatic play
   e. Nature and science
   f. Creative movement
   g. Art
   i. Balls, hoops, streamers and more

APPENDIX I

PLANNING SESSIONS AGENDA

GROSS MOTOR SKILLS
Program Development and Planning

GROSS MOTOR SKILLS

- Physical Fitness
- Perceptual Motor Skills
- Fundamental Movement Skills

LOCOMOTOR MOVEMENTS

- walking
- running
- hopping
- skipping
- galloping
- marching
- climbing stairs
- descending stairs
- crawling
- others
- jumping (horizontally)

NON-LOCOMOTOR MOVEMENTS

- jumping
- swaying
- bouncing
- bending
- pushing
- pulling
- kicking
- spinning
- rolling
- rotating
- others

RELAXATION

- tensing muscles
- stretching arms, legs, torso, neck, etc.
- relaxing body parts
  - --head, arms, legs, torso, neck, etc.
- breathing to reduce tension, fatigue
- relaxing through thinking

INTEGRATING THE CURRICULUM

USE GROSS MOTOR ACTIVITIES TO INTRODUCE, DEVELOP AND MAINTAIN CONCEPTS

- soft-loud
- high-low
- quiet-noisy
- people, animals, objects, machines
- rhythms
- in front of-behind
- left-right; left to right, right to left
- above-below
- near-far
- close-away
- top-bottom
- front to back; back to front
- first, next, last
- under-over
- down-up
- into
- toward
- through
- around
- through
- over
- hard-soft
- -er, -est (slow, slower, slowest, etc.)

WORDS FOR GROSS MOTOR

clap, tap, toss, throw, catch, bounce, catch, run, balance

PHYSICAL FITNESS

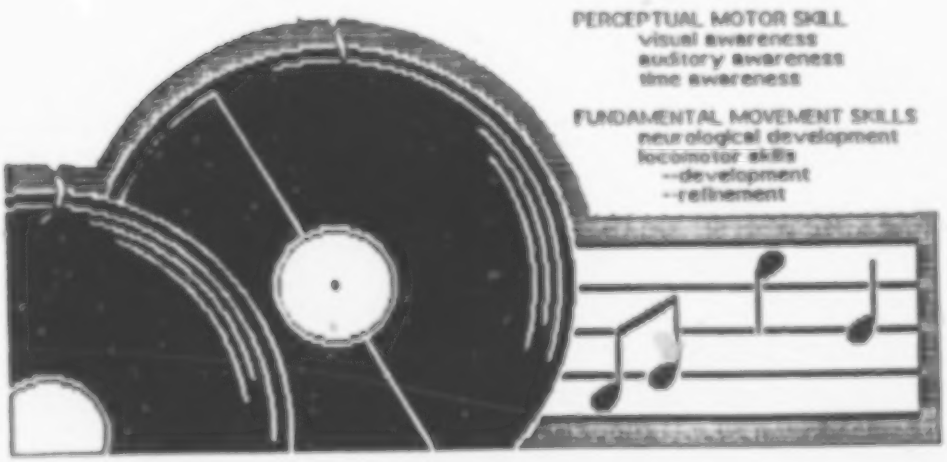
- cardiovascular endurance
- muscular strength
- flexibility

PERCEPTUAL MOTOR SKILL

- visual awareness
- auditory awareness
- time awareness

FUNDAMENTAL MOVEMENT SKILLS

- neurological development
- locomotor skills
  - --development
  - --refinement



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APPENDIX J

GROSS MOTOR IDEA SHARING BULLETIN BOARD

LET'S GET MOVING!

IDEAS TO SHARE

PHYSICAL FITNESS

PERCEPTUAL MOTOR

FUNDAMENTAL MOVEMENT

APPENDIX K

LETTER TO PARENTS

Dear Parents,

We want our children to have all the opportunities and experiences needed to develop in all areas. Our toddlers and preschoolers are already doing many interesting and appropriate things in the intellectual, social and emotional areas of development. We would like to see an increase in gross motor skill opportunity for our children. We will be implementing special experiences for the children to take part in for physical fitness--appropriate for their age groups.

We will use the outdoor playyard for encouragement and challenges. The indoor learning spaces will make room for a gross motor center in each room. You are invited to visit and take special note of photos and bulletin boards showing what our children can do when we

CHALLENGE THEM TO MOVE!!!

Watch for ideas you can do with your children to be sure they are growing and learning while being physically fit and confident.

APPENDIX L

M & M (MOTION AND MOVEMENT) NEWSLETTER (SAMPLE)

MOTION AND MOVEMENT FOR TODDLERS AND PRESCHOOLERS

GROSS MOTOR SKILLS
LARGE MUSCLES AND SMALL PEOPLE

CHALLENGE ME TO MOVE

We know that our toddlers and preschoolers have BOUNDLESS energy! We know that they are able to maintain constant activity. We think they are as physically fit as they can possibly be, since we have a hard time keeping up with them. Early childhood specialists are finding that many changes in society are resulting in our young children being less physically fit than in past years.

A staggering fact discovered by the Nielsen Media Research finds that children under the age of 5 are watching over 28 hours of television a week, in the home, NOT INCLUDING VIDEOS AND VIDEO GAMES. This is leading to passive participation habits influencing play. Children are using imitative play (acting out characters watched on TV) rather than imaginative play.

As parents are becoming more fearful of children's safety, children are playing more indoors, missing out on the hours of riding tricycles, bicycles, climbing and running with neighborhood children. As parents walk in the park and take aerobics with dedication, young children not only can't be included, but also do not see the parent serving as this role model in keeping physically fit.

Children tend to choose sand and water play and pretending rather than true gross motor skills and experiences without adults.

GROWING STRONG & HEALTHY

For a young child to be physically fit includes these subskills of what is known as

GROSS MOTOR DEVELOPMENT

- **Physical Fitness**
  - --cardiovascular endurance
  - --muscular strength
  - --flexibility
- **Perceptual Motor Skills**
  - --visual awareness
  - --auditory awareness
  - --time awareness
- **Fundamental Movement Skills**
  - --neurological development
  - --locomotor skill development and refinement

Kindergarten screening is revealing that less than 30% of first graders are able to show expected skill levels in these areas. It is important to understand that young children and their abilities are dependent on all forms of development. The area of gross motor development directly affects the emotional, intellectual and social development of our toddlers and preschoolers.

There are many ways we can provide experiences for these children to develop and practice these skills at our center and at home. WHAT CAN THEY DO?

LOCOMOTOR MOVEMENTS
--walk, run, hop, skip, gallop, march, climb up, climb down, crawl, jump side-to-side and more

NON-LOCOMOTOR MOVEMENTS
--jump in place, sway, bounce, bend, push, pull, kick, spin, roll, rotate, stretch, reach and more